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ABSTRACT

This report presents the eighth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs. Data came from Central's preservice teachers, education faculty, teacher education graduates, employers of Central-educated teachers, and graduates who completed MSE and EdS degrees in education. Results revealed that 58 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Central teacher education graduates, first-year and second-year only, were employed in 181 of Missouri's 525 districts. Most student teachers were white, female, full-time students. They rated non-Western philosophies and cultures as their weakest academic area. The average salary for Central graduates was $23,177. Most of the first and second year teachers planned on teaching 5 or more years from now. Teachers' top area of dissatisfaction in their current positions were level of support from parents and community, salary/fringe benefits, and opportunities for professional advancement. Teachers had limited professional production in the area of scholarship/research and reported limited classroom use of technology. Most employers felt that Central-trained teachers were strongly prepared for their current positions. The TEAC surveys are appended. (SM)

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ED 418 063

1998 Teacher Education Follow-Up Study

as compiled by the

Teacher Education Assessment Committee

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April, 1998

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Introduction

This report represents the eighth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988. TEAC's current committee members are as follows: John R. Zelazek, Wayne W. Williams, Charles McAdams, and Kyle Palmer.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central ; C) Graduates of Central's undergraduate teacher education programs; D) Employers (principals) of educators who were prepared by Central, and E) graduates who completed MSE and EdS degrees in Education. The results of all assessments and evaluations are shared with all departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data-base of 15,000 past and present Central students and coordinates that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on Freeman's (1988) research. TEAC provided information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations and the North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate committees for accreditation reports.

Conclusions

The data revealed that **58%** of Central's previous year's graduating class secured full-time teaching positions within the State of Missouri.

Central teacher education graduates, first-year and second-year teachers only, are employed in 181 of the 525 districts across the State of Missouri. Of those Central graduates employed as full-time teachers in the Missouri public school systems, 71% were employed in school districts that reside within a 90 mile radius of CMSU.

TEAC does not have access to employment statistics of Central graduates in states other than Missouri, nor in Missouri private school settings, substitute teacher listings, Day Care Schools, state asylums, and other teaching situations not listed by the State of Missouri (DESE) Statistical Office.

Students in the Foundations classes were predominantly (79%) females. Four percent listed their cultural backgrounds as other than white. Ninety-three percent were full-time students. When asked to rate their academic background, the Foundations students rated Non-Western philosophies and cultures as their weakest area.

Seventy-nine percent of the 1997-1998 student teachers were females. Ninety-five percent were white. The students rated their student teaching experience very high as did past student teachers, and their advice/counseling received from academic advisors as weakest. When asked to rate their academic background the student teachers rated Child/adolescent growth and development as their strongest area of academic background and Non-Western philosophies and cultures as their weakest.

The average salary for Central graduates (First-year and Second-year teachers) was $23,177. Ninety-three percent of the first and second year teacher survey respondents were white. Eighty-three percent

were full-time students while completing their undergraduate degree. Seventy-two percent of the graduate survey respondents plan to work on graduate degrees in education with forty-two percent planning to complete their graduate work at Central.

Eighty-eight percent of the first and second year teacher survey respondents were full-time classroom teachers. The teaching level appeared to be equally stratified from early elementary to senior high school. Seventy-six percent hold positions at their preferred teaching level.

Ninety-one percent of the first and second year teacher survey respondents survey respondents planned on teaching five years or more from now. Sixty-three percent found it necessary to obtain employment outside the school system during the school year. Seventy-eight percent stated they would enroll in a teacher preparation program again. The teachers' top three areas of dissatisfaction in their current positions were, level of support from parents and community, salary/fringe benefits of teaching, and opportunities for professional advancement.

The first and second year teachers have had limited professional production in the area of scholarship/research. They also reported limited usage of technology in their classroom instruction and believe that their undergraduate preparation in this area was adequate to weak.

Sixty-eight percent of the principals hiring Central's graduates who responded to the survey felt that the teachers were strongly prepared for their current positions. Principals feel salary and fringe benefits is the top area of dissatisfaction for teachers. Three principals have produced a tremendous number of grants, presentations and articles. However, the remaining principals have produced little if any scholarship/research. The principals reported limited usage of technology in their instruction and believe that their undergraduate/graduate preparation in this area was adequate to weak.

(TEAC--Foundations of Education--1998)

Of the 388 Foundations of Education students enrolled during the 1997-1998 school year, 350 (90% return) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex: (Check one)

males	088
females	262

2. Age: Fill-in 22.4 (average)____years

3. Are you a Post-Bachelor Student? Circle

Yes 40

4. How would you describe yourself? Check only one.

American Indian	006
Asian or PI	003
African American	009
Hispanic	001
White	331
Other	000

5. How would you characterize your status as an undergraduate? Check only one.

Full-time student	321
Part-time student	011
Sometimes full-time/part-time	018

6. When do you plan to complete all requirements of your teacher certification program? Check only one.

Fall 1997 through summer 1998	008
Fall 1998 through summer 1999	072
Fall 1999 through summer 2000	162
Fall 2000 through summer 2001	111
Other	001

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7. What do you consider to be the primary goal of education? Check only one.

Promoting academic development	170
Enhancing personal development	161
Facilitating social development	019

8. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student responses

3.3	Mathematics
3.4	Social Studies
3.3	Natural Sciences
3.6	Humanities
3.2	Multi-cultural issues and perspectives
2.7	Non-Western philosophies and cultures
3.5	American history
3.3	American literature
3.0	Education-historical and philosophical development
3.3	Contemporary educational issues
3.3	Theories/principles of how students learn
3.5	Child/adolescent growth and development
3.2	Social and political roles of schools in America
3.3	Classroom management techniques/procedures
3.2	Legal and ethical responsibilities of teachers
3.2	Assessment and evaluation of students

Of the 360 student teachers enrolled during the 1997/1998 school year, 345 (96%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex:

males	072
females	273

2. Age: 27.2 years (Average)

3. What was (will be) your marital status at the time you complete certification?

Single	187
Married	158

4. How many minor children do you have living with you?

None	247
One	060
Two	023
Three or more	010

5. How would you describe yourself?

Native American	001
Asian or PI	001
African American	006
Hispanic	010
White	327
Other	000

6. How would you characterize your status as an undergraduate?

Full-time student	332
Part-time student	003
Sometimes full-time/part-time	010

7. When will you complete all requirements of your teacher certification program?

Fall 1997	141
Spring 1998	181
Summer 1998	021

8. On a scale of one to five, how would you rate the overall quality of:

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.9	Your teacher preparation program
4.0	Courses in your undergraduate major field
3.8	Courses in your minor field(s) May not apply
3.4	The liberal arts/general education courses you have taken
4.7	Your student teaching experience
3.8	Advice/counseling you received from your departmental advisor in your major
3.8	In your minor field(s) of study. May not apply
3.0	Advice/counseling you received from your academic advisor
3.9	Support, assistance, and help from faculty and staff in your education program

9. To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher? These courses have made a(n) _____ contribution to my success.

Very significant	066
Significant	151
Moderate	108
Insignificant	016
Very insignificant	004

10. How would you rate your preparation to teach in culturally diverse settings ?

Excellent	025
Good	121
Average	161
Weak	032
Poor	006

11. How would you rate your preparation to teach AT RISK students ?

Excellent	025
Good	101
Average	140
Weak	078
Poor	001

12. Do you feel you are a(n)..

Exceptional student teacher	102
Better than average student teacher	219
Average student teacher	051
Below average student teacher	003
Inferior student teacher	000

13. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.4	Mathematics
3.8	Social studies
3.6	American History
3.5	Natural sciences
3.9	Humanities
3.6	Multi-cultural issues and perspectives
2.9	Non-Western philosophies and cultures
3.5	Education historical and philosophical development
3.8	Contemporary educational issues
4.1	Theories/principles of how students learn
4.1	Child/adolescent growth and development
3.6	Social and political roles of schools in America
4.0	Classroom management techniques/procedures
4.0	Legal and ethical responsibilities of teachers
3.5	American Literature
3.5	Assessment and evaluation of students

February, 1998

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 20, 1998.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. **We need to conduct a follow-up of students who completed certification or graduated from our programs and are first or second year teachers**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

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Of the 605 Graduates (First and Second Year Teachers) employed in the State of Missouri during the 1997-1998 school year, 288 (48%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1A. Sex:

Males	058
Females	230

1B. Level:

Elementary	139
Secondary	149

2. Age in years: 28.6 years (Average)

3. What was your marital status at the time you graduated from college?

Single	139
Married	150
Other	000

4. What is your current salary per school year? $23,177 (Average)

How many years have you been teaching?

One	117
Two	171

5. How would you describe yourself?

Native American	005
Asian or PI	004
Hispanic	001
White	266
African-American	005
Other	007

6. How would you characterize your status as an undergraduate?

Full-time	238
Part-time	010
ft/pt	040

7. During which semester did you complete all requirements of your teacher certification program?

Before Summer 95	071
Summer 95 through Spring 96	098
Summer 96 through Spring 97	100
Summer 97	013

8. How many children do you have?

None	169
One	039
Two	039
Three	028
Other	009

9. Do you plan to do your graduate work in education?

Yes	207
Not Sure	050
Completed	021

10. Do you plan to do your graduate work at CENTRAL MISSOURI STATE UNIVERSITY?

Yes	120
Not Sure	194
No	059

11. How would you describe your current position in education?

Full-time teacher	254
Permanent substitute	005
Part-time teacher	008
Day to day substitute teacher	001
Education specialist	002
School administrator	004

13. At what grade level do you teach?

Preschool/kindergarten	025
Early elementary/grades 1-3	085
Upper elementary/grades 4-5	035
Middle school/jr. high	073
Senior high school,	070
Other	005

14. Is this the level at which you prefer to teach?

Yes 221 No 067

15. --#15 is for Secondary Majors only--(a) What subject(s) do you teach? (check all that apply)

_2_Agriculture _6__Art 15_Biology _8_Business _5_Computer Sci.

_2_Marketing _12_Earth Sci. _19_English _4_Health _4_Home Econ

_19_History _4_Industrial (ARTS) Technology Education _7_Journalism

_22_Mathematics _1_Music _8_Physical Education _10_Physical Sci

_17_Social Studies _19_Special Ed._05_Speech/Theatre _12_Foreign Lang.

16. What best describes your teaching assignment?

Contained Classroom	207
PE instructor	012
Art instructor	006
Music instructor	001
Other	045

17. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed ?

226 graduates responded that 100% of the assignment was in their areas of certification/endorsement. Sixty-two graduates responded that at least 10% to as much as 90% of their assignment was not in their area of certification or endorsement.

18. For how long have you been teaching full time?

Less than one year	111
1 to 2 years	116
2 years	013
Other	048

19. Five years from now, do you plan to be ?

Teaching	194
Education Specialist	017
Continuing Education	015
Out of Workforce	027

20. How much longer do you expect to teach?

< five years	031
5-10 years	049
11-20 years	056
More than 20 years	152

21. In the past year, have you been employed in some capacity besides your teaching assignment?

No	107	Yes	181

If Yes, how would you describe your other source(s) of income? (circle all that apply)

043	Coaching
035	Other school-related assignment during the school year
073	Employment outside the school system during the school year
137	School-related job during the summer

22. If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	151
Probably yes	073
Probably not	018
Definitely not	006

23. Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for each response

2.4	Salary/fringe benefits
2.0	Quality/level of administrative support
1.8	Level of personal challenge
2.1	Methods used to evaluate your teaching performance
2.0	General work conditions
2.0	Intellectual stimulation of the workplace
1.9	Geographical location
2.2	Opportunities for professional advancement
2.3	Level of support from parents and the community
1.8	Level of support from administrators and colleague
1.7	Interactions with colleagues/students
1.9	Your sense of professional autonomy/level of discretion

24. Do you plan:

to transfer to a different school within your current district ?	Yes 019	No 269
to seek employment in another district?	Yes 065	No 223
to seek employment outside of education?	Yes 016	No 272

25. To what extent have education courses (other than field-base experiences) contributed to your success as a teacher? These courses have made a _____contribution to my success.

Very significant	025
Significant	101
Moderate	096
Insignificant	025
Very insignificant	002

26. At the time you completed your teacher preparation program, how would you have rated the adequacy of your preparation to teach in a culturally diverse setting with at-risk students?

Very weak	039
Weak	097
Adequate	087
Strong	025
Very strong	006

(TEAC---Graduates---First and Second Year Teachers---1998)

Of the 605 Graduates (First and Second Year Teachers) employed in the State of Missouri during the 1997-1998 school year, 259 (43%) completed the scholarship/research technology survey.

Please respond to those areas that apply to you.

If you need additional space, write on the back of this sheet.

Scholarship/Research:

1. Number of grants written: _30_Total amount of grant(s) $ 230,000

2. Number of presentations made at conferences, seminars or workshops: _45_

3. Number of articles written__10__

Technology:

1. List the different technologies you have incorporated into your instruction: On average each respondent listed 2.4 different technologies such as computers, E-Mail, Software, CD Rom, Internet, LCD Panels, Calculators, TV, VCR, Laser Disk, Cable TV, and Video systems. The two responses listed most often were computers and video systems. The range was from zero to nine technologies.

2. Check the percentage that best reflects the amount of your instruction that requires the use of technologies listed above:

0-10%	=	117
11-25%	=	76
26-50%	=	41
51-75%	=	14
75%+	=	11

3. List the technologies you use in assessment of student achievement: On average each respondent listed .5 different technologies such as computers, Software, CD Rom, Internet, LCD Panels and Calculators. The two responses listed most often were computers and calculators. The range was from zero to four technologies.

4. Regarding the areas of research and technology, check the descriptor that best reflects your undergraduate or graduate preparation:

Research: Strong_51__ Adequate _152__ Weak_43_

Technology: Strong_36__ Adequate _140__ Weak_73__

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February, 1998

Dear Principal,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment instrument that I would like you to complete. Please return the survey to me in the prepaid envelope by March 20, 1998.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of employers of **our graduates and students who went through our certification program who are first or second year teachers**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your teachers to make them aware of our surveys and ask them to participate. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC---Principals---1998)

Of the 382 principals who evaluated first and second year teachers (graduates of Central and those who completed certification) during the 1997-1998 school year, 120 (31%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. How many CMSU graduates and/or post-bachelor certification graduates did you employ this school year as true first-year or second-year teachers? 173

   Sex:

males	040
females	133

2. What is their annual individual salary ? Please list a number for each.

less than $18,000	000
$18,000-19,999	023
$20,000 or beyond	097

3. How would you describe them? Please list a number for each.

American Indian	006
Hispanic	001
Asian or P I	000
White	156
African American	010
Other	000

4. Do you feel they are satisfied with the profession they have chosen? Please give a number for each choice.

Yes	159
No	014

5. How well prepared do you consider them for their present position?

Very strong	019
Strong	063
Adequate	021
Weak	002
Very weak	005

6. How would you describe their current positions in education? Please list numbers for each position.

Full time teacher	168
Permanent substitute	004
Part-time teacher	001

7. What subject(s) do they teach? (please list numbers for all that apply)

_4_Agriculture _5_Art _5_Biology _6_Business

_6_Computer Science _2__Marketing _8_Earth Science _60_Elementary

_15__English __3_Health __4_Home Economics _1__History

_4__Journalism _11_Mathematics _7__Music _20_Physical Ed.

_7_Physical Sciences _9_Social Studies _23_Special Education _0__Speech/Theatre

_5__Foreign Language _4_Industrial (ARTS) Technology Education

_9_Other(s)___Speech and Reading_____

8. What percent of your first-year and second-year teachers are certificated in all areas they are presently teaching? (Excluding emergency certificates)__90___%

9. How many of your first-year and second-year teachers are on emergency teaching certificates?_10__% In what disciplines? Special Education, Math, and Science

10. Please rate your perception of your new teachers' level of satisfaction with each of the following aspects of their current teaching positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for the principals responses

2.4	salary/fringe benefits
1.5	quality/level of administrative support
1.9	level of personal challenge
1.8	methods used to evaluate your teaching performance
1.6	your sense of professional autonomy/level of discretion
1.6	general work conditions
1.9	intellectual stimulation of the workplace
1.9	geographical location
2.2	opportunities for professional advancement
2.1	level of support from parents and the community
1.4	level of support from administrators and colleague
1.9	interactions with colleagues/students

11. Would you hire your first-year and second-year teachers again? Please list a number for each

All	130
Most	036
Some	004
None of these	002

12. How well prepared are your first-year and second-year teacher to teach in culturally diverse settings ? Please list a number for each

Excellent	021
Good	064
Average	052
Weak	023
Poor	012

13. To what extent have education courses (other than field-based experiences such as student teaching) contributed to their success as a teacher? Please list numbers for each choice.

Very Significant	012
Significant	131
Modest	029
Insignificant	001
Very Insignificant	000

14. How well prepared are your first-year and second-year teacher to teach AT RISK students ? Please list a number for each.

Excellent	008
Good	021
Average	123
Weak	018
Poor	005

ABOUT YOU

15. When did you complete your teacher preparation program ? (Year) Range = 1956-1997.

16. What was your undergraduate major?

Elementary Education	41 %
Physical Education	16%
Social Studies	17%
Others	26%

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(TEAC---Principals---1998)

Of the 382 principals who evaluated first and second year teachers (graduates of Central and those who completed certification) during the 1997-1998 school year, 50 (13%) completed the scholarship/research technology survey.

Please respond to those areas that apply to you.

If you need additional space, write on the back of this sheet.

Scholarship/Research:

1. Number of grants written: __78___Total amount of grant(s) $__6.4M___

   (Note: Three principals accounted for 62 of the grants written for a total of $4.3M)

2. Number of presentations made at conferences, seminars or workshops:_56___

   (Note: Fifteen principals accounted for the 56 presentations)

3. Number of articles written___19_____

   (Note: Two principals accounted for the 19 articles.)

Technology:

1. List the different technologies you have incorporated into your instruction: On average each respondent listed 2.1 different technologies such as computers, E-Mail, Software, CD Rom, Internet, LCD Panels, Calculators, TV, VCR, Laser Disk, Cable TV, and Video systems. The two responses listed most often were computers and video systems. The range was from zero to six technologies.

2. Check the percentage that best reflects the amount of your instruction that requires the use of technologies listed above:

0-10%	= 33
11-25%	= 10
26-50%	= 2
51-75%	= 4
75%+	= 1

3. List the technologies you use in assessment of student achievement: On average each respondent listed 1.6 different technologies such as computers, Software, CD Rom, LCD Panels, Calculators, TV, VCR, Laser Disk. The two responses listed most often were computers and calculators. The range was from zero to six technologies.

4. Regarding the areas of research and technology, check the descriptor that best reflects your undergraduate or graduate preparation:

Research:	Strong_14__	Adequate _21__	Weak_3__
Technology:	Strong_3__	Adequate _19__	Weak_16__

CBASE RESULTS

CENTRAL STUDENTS ONLY

4/15/88---3/18/98

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 4323 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left hand column of the matrix requires the following explanation in order to interpret the data:

1 = First attempt, successful	A = First attempt, unsuccessful
2 = Second attempt, successful	B = Second attempt, unsuccessful
3 = Third attempt, successful	C = Third attempt, unsuccessful
4 = Fourth attempt, successful	D = Fourth attempt, unsuccessful
5 = Fifth attempt, successful	E = Fifth attempt, unsuccessful
6 = Sixth attempt, successful	F = Sixth attempt, unsuccessful
7 = Seventh attempt, successful	G = Seventh attempt, unsuccessful
8 = Eighth attempt, successful	H = Eighth attempt, unsuccessful
9= Ninth attempt, successful	I = Ninth attempt, unsuccessful

English	Frequency	Percent
A	161	3.7
B	21	.5
C	6	.1
D	5	.1
E	2	<.1
H	1	<.1
1	3843	88.9
2	214	5.0
3	46	1.1
4	12	.3
5	8	.2
6	2	<.1
7	2	<.1

Writing	Frequency	Percent
A	98	2.3
B	17	.4
C	5	.1
D	6	.1
E	2	<.1
H	1	<.1
1	3922	90.7
2	206	4.8
3	42	1.0
4	12	.3
5	7	.1
6	2	<.1
7	2	<.1

Math	Frequency	Percent
A	239	5.5
B	29	.7
C	11	.3
D	7	.2
E	7	.2
F	5	.1
G	1	<.1
I	1	<.1
1	3661	84.7
2	210	4.8
3	89	2.1
4	31	.7
5	17	.4
6	10	.2
7	3	<.1
8	1	<.1
9	1	<.1

Science	Frequency	Percent
A	277	6.4
B	29	.7
C	8	.2
D	2	<.1
E	1	<.1
F	2	<.1
1	3563	82.4
2	340	7.9
3	63	1.5
4	23	.5
5	10	.2
6	2	<.1
7	3	<.1

Social Studies	Frequency	Percent
A	184	4.2
B	25	.6
C	2	<.1
D	6	.2
E	3	<.1
F	1	<.1
1	3717	86.0
2	264	6.1
3	71	1.6
4	28	.6
5	10	.2
6	8	.2
7	2	<.1
9	1	<.1

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